**TRAINING OF TRAINERS**

**Session Title: 1.5 Energisers and Ice Breakers**

**Length of Session – 60 mins**

1. **Objectives**

**By the end of the session participants will be able to:**

* Identify when to use energisers and icebreakers and the pros and cons of using them.
* Practice several energiser/ice breaking techniques.

1. **Methodologies used**

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| **Mins** | **Activity/What to do** |
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| 5  15  10  30 | Start the session with an icebreaker exercise of your choice. Make sure this is an  energetic activity that also gets participants to know each other better.  Review the activity with the group – how useful was it as an icebreaker?  Ask the group what is the difference between an icebreaker and an energiser?  Icebreakers are used earlier on in courses, to help participants relax, get to know  each other better and to create a relaxed atmosphere. They should be fairly easy so as  to help participants feel more comfortable with each other.  Energisers are very specifically designed to create energy in the room when  needed, usually after lunch and breaks. You can get more creative with the type of  energisers you use as you go through the course and participants are more  comfortable with each other.  Explain we are now going to gather some ideas for good icebreakers and energisers.  Split the group into pairs. Ask half the group to discuss and agree an icebreaker  activity that they know and could use (or if they don’t know of any to think of a  possible one they could use) and the other half of the group to think of an energiser.  Explain that each pair will then be required to run this activity with the rest of the  group it should not last more than five minutes.  Get each pair to run their exercise (assumes six pairs but if there are bigger or smaller  groups you may need to break them into larger groups or to ask them to work on  their own). Briefly discuss each activity afterwards.  Explain that for the rest of the course you are going to be asking participants  to run different energisers at certain points. Put up a flip chart with a table  showing when you want energisers run and ask individuals to write their  names on the slot if they are happy to practice doing another energiser. |
|  | 1. **Resources needed**   As needed by participants – flip charts, paper, post its, pens etc.   1. **Handouts**   In Handout book |